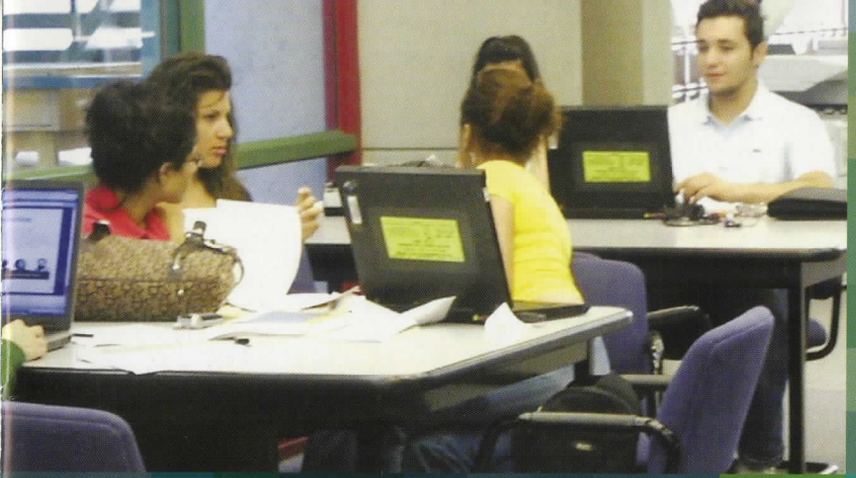
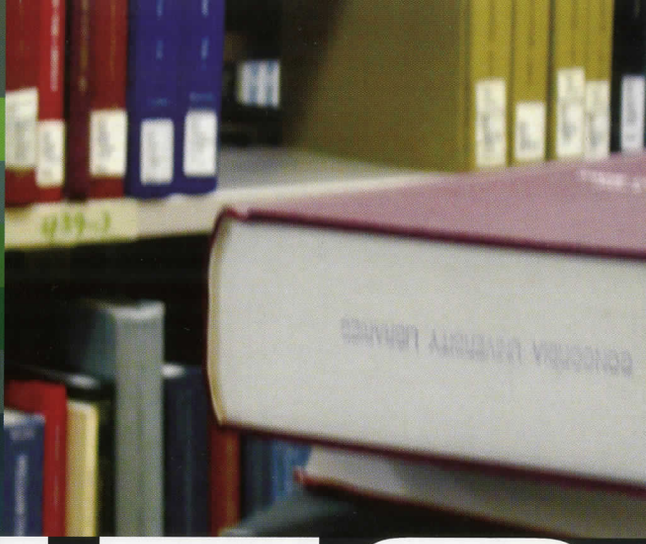


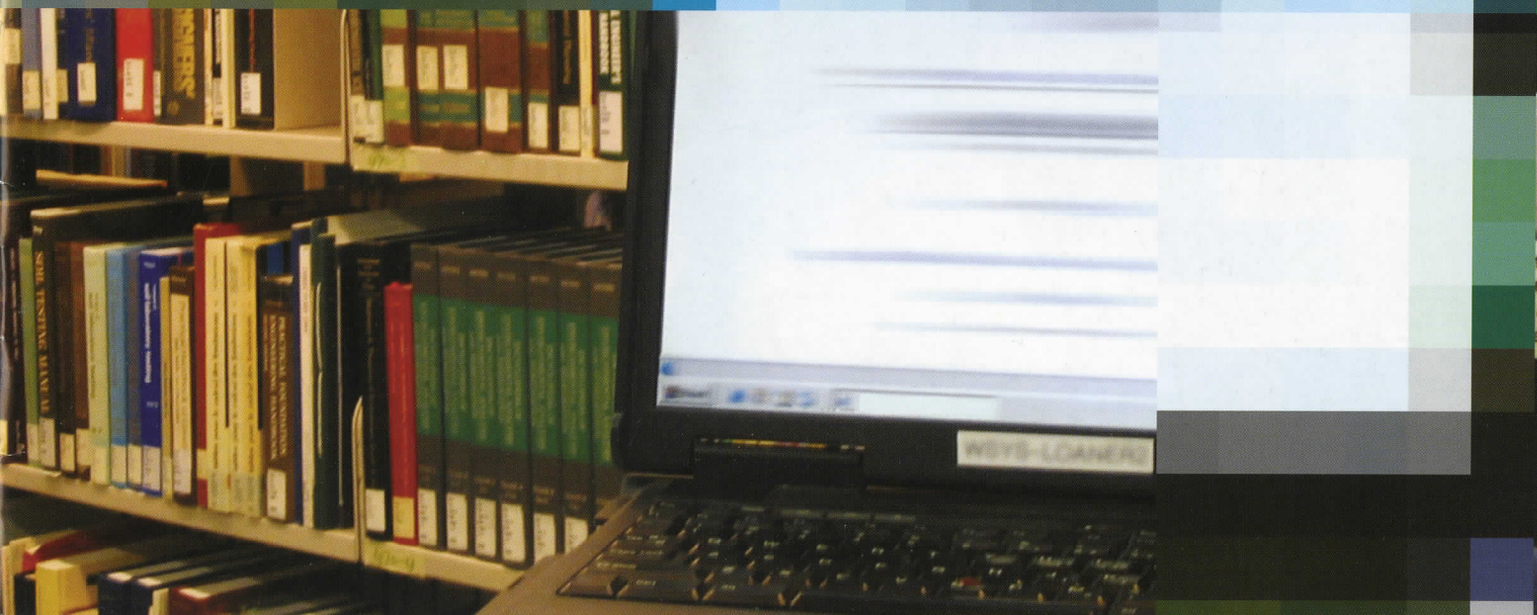


2004 2005

LIBRARIES

ANNUAL REPORT

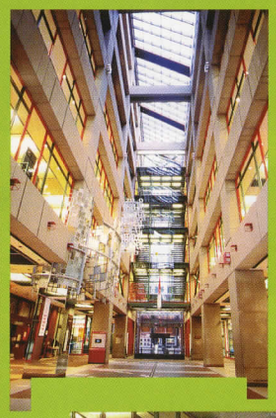
Concordia
UNIVERSITY



Introduction

An annual report is primarily an exercise that enables us to "take a pulse" of what we have done and how our accomplishments during a given year are linked into our stated mission. Our commitment to offer the best possible service to users ensures that students' educational experience at Concordia is a positive one. Concordia's new academic plan calls for the University to become one of Canada's leading universities over the next five years. As stated in the planning document entitled, Concordia: Canada's University for the 21st Century, "*Concordia must ensure that its students receive a superior university education which is grounded in fine teaching, coherent academic programs, appropriate academic advising and adequate academic support services.*" The Library has a central role to play in ensuring that students receive a superior university education.

Concordia University Library recognizes that, of all the Library's resources, its staff is the most important. The collective efforts throughout the year of the Assistant-Directors, Unit Heads, full-time and part-time staff converge to make Concordia University Library an innovative, pulsating, integral component of the University community.



Mission Statement

Concordia University Library supports the University's mission "to develop and disseminate knowledge and values and to act as a social critic."

As an essential partner in the academic enterprise, the Library provides a diverse university community with the information resources and services fundamental to learning and the pursuit of knowledge.

In so doing, the Library fosters an environment in which Concordia University students, faculty, and staff can become "informed and responsibly critical citizens who are committed to learning and to the spirit of inquiry."

Vision Statement

Working together with the academic and research community of the University, the Library is:

- ***Dedicated,** to the advancement of knowledge, promoting information skills as the heart of academic success, citizenship and lifelong learning.*
- ***Dynamic,** using our collective expertise to recognize and embrace the changes in learning and research environments and to offer innovative and timely responses.*
- ***Welcoming,** providing a secure and stimulating environment for study and research, responding with a commitment to service to the diverse needs of our users.*
- ***Resourceful,** offering a rich and diverse research collection and repository of knowledge, using leading technology for seamless access.*
- ***Collaborative,** fulfilling our responsibilities with faculty and with university services, and reaching out through partnerships with other academic institutions.*

Staff

Training and Development

As the Library Administration is committed to recruiting and retaining excellent staff at all levels, it is essential to foster an environment that provides training and development opportunities.

During the 2004-05 academic year, an investment of more than 2,000 working hours was made in 61 training sessions at a cost of over $40,000. From among the staff, 275 participants availed themselves of training sessions. Sessions were provided by the John Molson School of Business, the CREPUQ consortium, Concordia's Human Resources, IITS and Continuing Education. The general themes covered a wide-range of areas from language (Intensive French Conversation courses offered by Concordia's Continuing Education, basic Oral French through Berlitz) to computer skills (Excel, Word, Power Point, Access 2002, Windows XP) as well as leadership and specialized management skills, (marketing & advocacy, interviewing techniques, customer satisfaction and presentation skills).

In addition, there are librarians who are pursuing formal studies at the master and doctoral levels.

Some teach credit courses in Montreal's two Library Schools, and several are invited annually to be guest speakers at conferences and address groups as guest lecturers.

In an attempt to provide managerial experience to as many librarians as possible, a supervisory position was created in the Periodicals & Media Services unit in 2004. This position has been filled on a term basis, in accordance with the faculty model applicable to departmental chairs.

New Hires

2003
Olivier Charbonneau
Patrick Labelle

2004
Jocelyn Godolphin
Negar Nadimi
Kumiko Vezina

2005
Barbara Boronell
April Colosimo
Andrea Harland
Lorraine Jones
Rosemary McLellan
Rabinder Sihota
Mary Tansey

Limited Term Appointments
2003
Rajiv Joyal
Clarissa Goldman

2005
Eamon Duffy
Nam Soo Kwon
Annie Murray
Fiona Tam
Jared Wiercinski

Retirements

2003
Ruth Noble

2005
Charlotte MacLaurin
Marvin Orbach

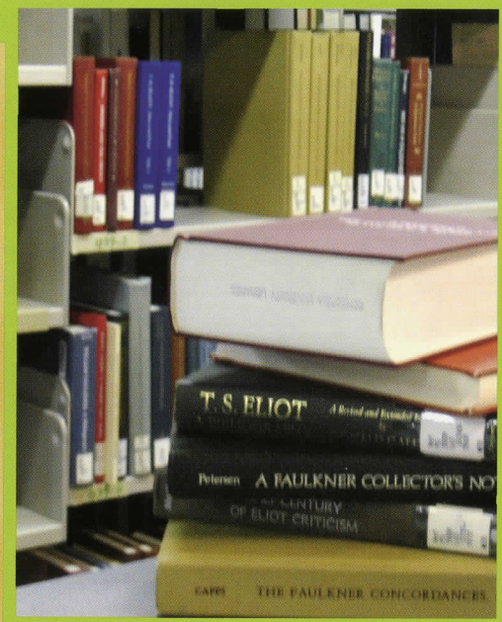
Retirements, Gradual
Robert Wrightson (2006)
Helena Bairos (2008)
Lillian Rubinlicht (2008)

University Library Committee

Members for 2004-05

Bross, Michael Dr.
Curran, William
Harris, Lee
Godolphin, Jocelyn
McCartney, Andra Dr.
Cheasley Paterson, Elaine Dr.
Singer, Martin Dr.
Vallejo, Catherine Dr.
Walker, Thomas Dr. (Chair)
Wang, Chunyan Dr.

Student Representation
Beck, Alison
Undergraduate student
Gruber, Melissa
Undergraduate student
Shufelt, James
Graduate student



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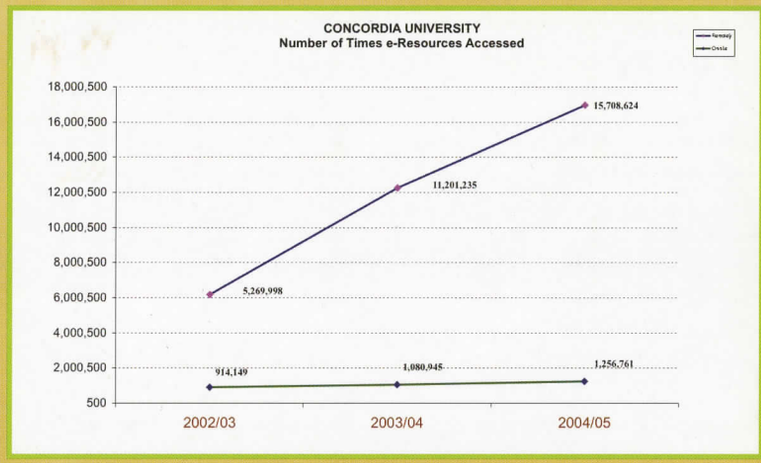
The Electronic Library at your service

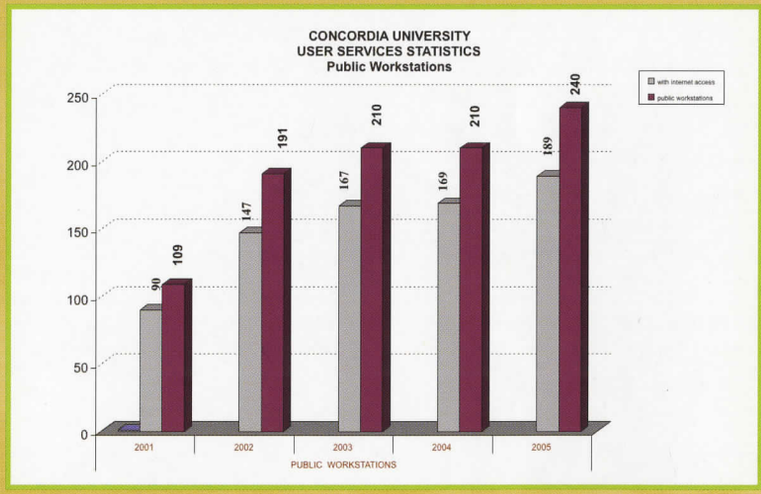
Overall, the single most important factor affecting services has been the increased availability of electronic resources. Services provided by academic libraries have changed to reflect different ways of using information and of using the academic library. Demand for such services as virtual reference, research help by appointment and instructional activities has increased. Use of electronic resources has increased both in the library and remotely. Concordia Library's usage statistics reflect this. The following statistics account for activity in the User Services Division. They are consistent with the trends identified in the 2002-03 Canadian Association of Research Libraries (CARL) Statistics.

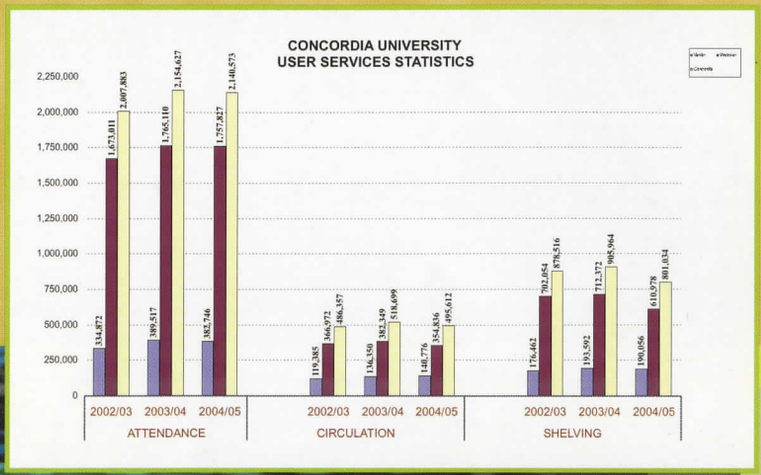
The number of times e-resources were accessed from on-site increased from 914,100 in 2002-03 to 1,080,900 the following year (**+18%**), and again increased an additional **6%** to reach 1,256,700 in 2004-05. Remote access jumped **112%** between 2002-03 and 2003-04 and by an additional **40%** between 2003-04 and 2004-05. In total, on-site and remote access to the Library's e-resources increased by **176%** over 3 years.

As a number of indexes are available electronically, the capacity to combine search terms streamlines strategies and enables researchers to hone more directly on the specific documents/texts/materials needed. Consequently, the number of public workstations in the Library has increased **120%**, from 109 in 2001 to 240 in 2005.

Shelving statistics indicate an equable trend over 3 years, yet laptop loan statistics show an increase of 39% over the past 2 years alone. Similarly, while statistics denote that attendance at the library has remained stable, remote access has increased exponentially. Two million one hundred forty thousand five hundred entries were registered in 2004-05 and, on an average day, staff in the reference units receives over 550 queries. The number of remote self-renewals is also increasing.







The "Uncommon" Commons

An academic library's Information Commons integrates a library's spaces, resources and support services in such a fashion that users experience one-stop access. As user needs vary extensively in type and complexity, the Information Commons can provide users with varied and dynamic support in all stages of their academic and, at times, personal endeavours. An Information Commons seeks to meet the full range of informational needs for users, from novice undergraduate to advanced research scholars, and encourages users to move among the various aspects of the Information Commons in a seamlessly integrated environment. Ideally, an Information Commons integrates open service desk areas, offices for one-on-one work, group study rooms, conference rooms, variable use classrooms (lecture, demonstration, hands-on and collaborative work), back-shop production labs, multi-media labs and studios, interactive video classrooms, and purposefully aesthetic and open public spaces.

Concordia University Library does not have the luxury of unlimited space. With the wireless hub technology installed throughout Concordia's main buildings, the Library launched the loan of laptops. This past year, the compliment of Webster Library wireless laptops for loan increased from 50 to 70, bringing the number of laptops available on both campus libraries to a total of 100. A "virtual/chat" reference service was introduced in 2003/04. This constitutes Concordia's "uncommon" commons.

Laptop Checkouts Increase Users Satisfaction

A recent survey in the Periodicals & Media Services Unit indicates that a large majority of library laptop users are either satisfied or very satisfied with the library laptop lending service. Laptop users, the majority of whom are undergraduate students, enjoy using the laptops anywhere in the library, and find them useful for group work, doing assignments, and checking class notes on the Web. Comments include:

- *"Good service. I love it the way it is. It's convenient and the 2hr loan is good because it gives everyone a chance to borrow."*
- *"Every one is nice & helpful and the laptop is useful!"*
- *"Excellent to be able to have a laptop. I'm grateful for that."*

During the 2004-05 academic year, 80,700 circulation transactions were recorded for the laptops. That is an increase of 16% from 69,500 in the previous academic year.

Additional Computers in Webster Library Periodicals and Media Services

In the fall of 2004, ten new multimedia workstations were added in the Periodicals and Media areas of the library. An average of 3,300 logins per month on this group of workstations occurred between September 2004 and May 2005. These computers offer Microsoft Office suite, and the capability for reading and burning CDs and DVDs. Eleven additional workstations have been added in the fall of 2005. Staff at the Periodicals and Media Desks in Vanier and Webster Libraries answered over 53,800 questions during the 2004-05 academic year. Many questions related to laptops and how to access the wireless network; staff also assisted users in finding videos and periodicals, providing directions and answering questions about loans policies.

New Graphics Workstation

Through the generosity of a donor, Library users can scan images using a library Graphics Workstation at both Vanier and Webster Libraries. The specialized workstation is equipped with a flatbed scanner and software for scanning and manipulation of images. A new colour printer was also installed to enable printing from the graphics workstation and other library workstations and laptops.

New Reference and Government Information Service Point

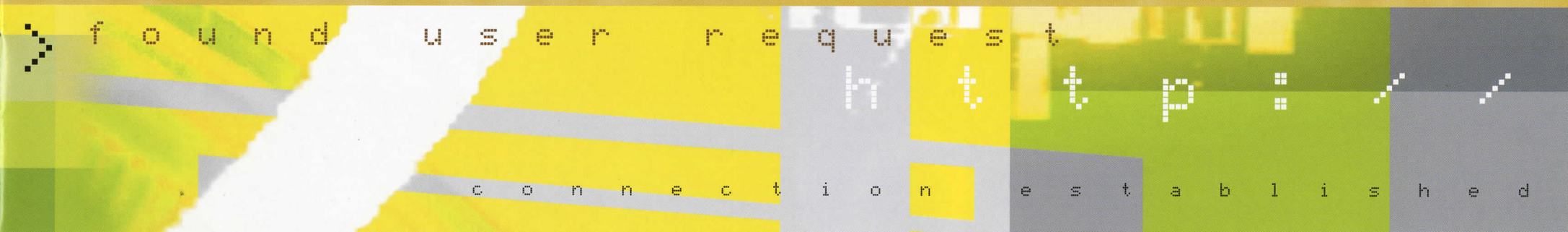
In September 2004, the Libraries combined the two separate information desks on the main floor of the Webster Library. The newly redesigned desk for both Government Information and Reference Service optimizes service. An important benefit resulting from the combined desk is released space for the addition of much-needed public computer workstations.

Online Virtual Reference Service

In September 2003, the Library added an online 'Virtual' Reference "Ask a Librarian" service to the existing, in-person, telephone and e-mail Reference services. Available weekday afternoons during the Fall and Winter terms and staffed by librarians at both libraries, this service has been well-received by students and continues to grow in popularity. The number of questions answered online during the five months between January and May jumped by **53%**, from 170 in 2004 to 258 in 2005. The Virtual Reference service uses OCLC's QuestionPoint software and will be migrating to the merged QuestionPoint 24/7 software in 2005-06. Concordia Library is taking an active, leadership role in a proposed collaborative project with other CREPUQ Libraries.

Research Help by Appointment

Growing numbers of undergraduate and graduate students are arranging for consultations with their Reference & Subject librarians to seek assistance



The "Uncommon" Commons (cont'd)

with finding resources for their assignments and research. Appointments for individualized assistance can be made with Reference Librarians specializing in a particular subject area. There has been a **39%** increase in the use of this service, from 440 hours in 2003-04 to 613 hours in 2004-05. This kind of service is especially crucial for graduate students.

Video and DVD Checkouts Increase

Videos and DVDs saw a 16% increase in circulation, from a total of 55,300 checkouts at Webster and Vanier Libraries in 2003-04 to almost 64,000 in 2004-05. In the fall of 2005, we will be introducing online renewals for videos and DVDs, allowing users to renew these items from home.

Electronic Reserves

The Electronic Reserves Service was initiated in 2004 as a pilot project. This service places many of the "reserve readings," those articles selected by professors as key readings for their courses, into an online file so that students may readily access them on their computer screens at school or at home. Expansion of this service is envisioned, as the Library develops new strategies for online delivery of documents in co-operation with authors and publishers.

Find it@ Concordia — Linking to Full Text

Approximately half of the 6,000 journals to which the Libraries subscribe are available online. Full-text databases such as *Academic Search Premier* increases the number of articles available online for users.

For the databases that provide only bibliographic information, ***Find it @ Concordia*** has been implemented to link directly to the full-text article in the Library's collection. If there is no full-text electronic version available, the link directs users to CLUES to inquire about a print copy. ***Find it @ Concordia*** has become an indispensable tool for Concordia's researchers.

MetaFind: the Information Discovery Tool

MetaFind is another library service. Much like Google, it provides a seamless common interface to a vast collection of research databases. MetaFind gives library users the option of accessing research materials through a single search operation without having to search individual databases.

Special Services for Students with Disabilities

Concordia Library provides a variety of services to students, faculty and staff who may have special needs, including: renewals and intercampus delivery by telephone or e-mail, individual booking of group study rooms, and staff retrieval of items from the collection. Requests for up to 10 items are accepted by telephone, e-mail or in person.

Extramural Borrowers

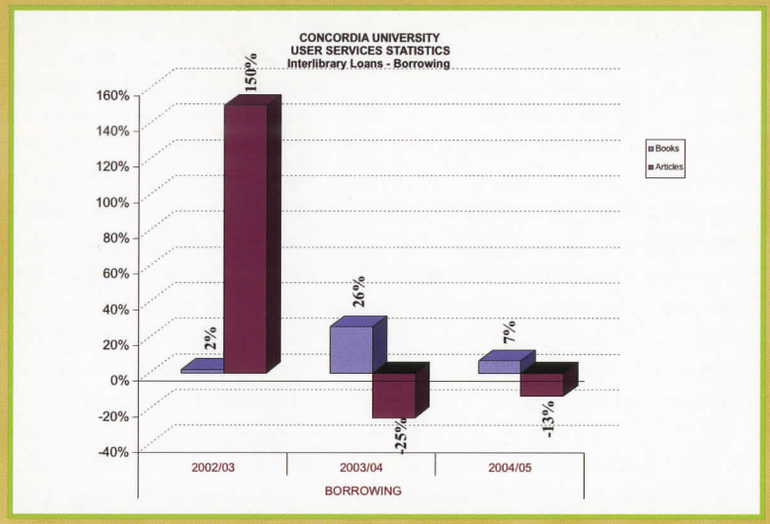
Concordia University Library welcomes users from outside the University. Any person who wishes to borrow materials from the Library may purchase a Concordia University Library Privilege Card for $50.00 (non-refundable) valid for a period of 4 months. Library Privilege Card holders can borrow books and other materials that circulate from the Libraries.

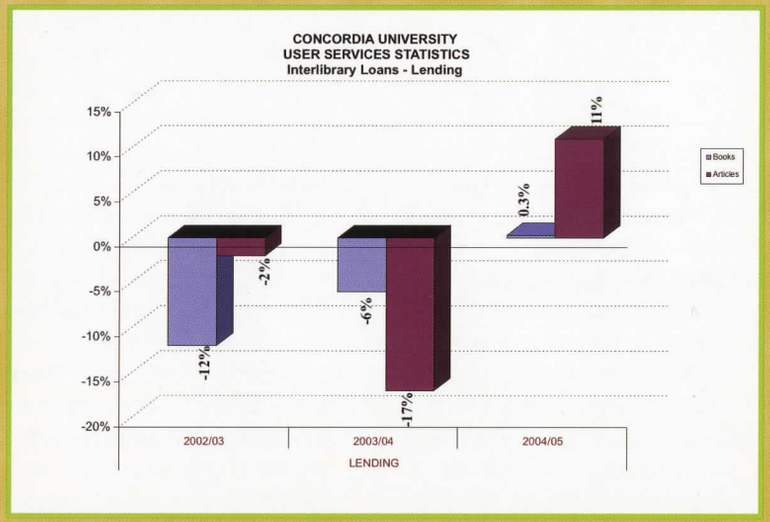
24-Hour Access

The objective of this initiative was to provide much-needed study space for Concordia students at a time of year when it best meets their needs, i.e., exams in the Fall and Winter terms. From the response received, that objective has been reached and this service will continue. Other academic libraries have followed Concordia's lead and have instituted similar policies.

Interlibrary Loans

The following tables show a noticeable change in Interlibrary Loans transactions both in terms of borrowing *from* other libraries and in lending to other libraries. Borrowing of books from other libraries increased by 26%, while the number of journal articles borrowed decreased by 25%. Over the past year, the number of books borrowed increased by 7%, but the number of articles borrowed decreased by 13%.





The decrease in journal article borrowings corresponds to the increased availability of electronic journals at Concordia following the launch of the Canadian National Site License Project, that provided electronic access to over 2,200 scholarly journals and research databases. From this successful pilot project with seed money from the Canadian Foundation for Innovation, provincial and regional governments and 64 universities, the Canadian Research Knowledge Network has now emerged. Its aim is to expand access for over 650,000 university researchers and students to a wide variety of electronic scholarly resources in the sciences, the social sciences and the humanities.

Statistics of lending operations are also revealing. In 2003-04, Quebec's Ministère de l'Éducation allocated special one-time funds for university library acquisitions. This had a positive impact on university library acquisition budgets as additional purchases were made possible that year. As a consequence, there was a decrease in demand from other academic libraries. In 2003-04, a 6% decrease was recorded in lending books and a 17% decrease was recorded in requests for journal articles. That was atypical. In 2004-05, matters stabilized and one notes a slight increase once again in requests for books (0.3%), but with an increase of 11% in requests for journals articles. The two-year decrease in demand from other libraries has been reversed in 2004/05.

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Space Needs

Changes in scholarly communication and in the ways knowledge is created, stored and retrieved, require new approaches to the services the Library provides to faculty, graduate and undergraduate students. Academic libraries must plan space requirements for collections that reflect the print and the digital publication realities of the 21st century.

Just as it is a spurious argument to assume that the faculty complement in universities could *diminish* due to the electronic transmissions of lectures and seminars, so too is the notion that university students have little use for a traditional academic library. The increasing preponderance of individual laptops among university students is sometimes used to rationalize space constraints on the assumption that students can "go anywhere" to conduct their studies. One must caution against such facile and misleading responses to space problems. The University has a responsibility to provide safe, secure places where students can go, in groups or alone, to complete their academic assignments as it owes them classroom and laboratory space. Not everything is available electronically. Academic libraries still collect books, journals, newspapers, maps, tapes and videos, which are accessed in and throughout a library. The academic library remains a center for learning and study. The need for space at Concordia is evident from the traffic flow, the in-house use of electronic resources, the use of the laptop loan service and the response to the extended study hours.

A report issued by the Association of Research Libraries Collections & Access Issues Task Force entitled, Collections & Access for the 21st Century Scholar: Changing Roles of Research Libraries summarizes the changes that affect space as follows:

> *"Library facilities are being reconfigured to provide space for collaborative learning and research. There are classrooms and media labs where faculty and librarians may interact in providing student learning experiences, group study spaces, and community spaces where students can meet to discuss ideas. Library space is now seen as learning space on an equal footing with classrooms and laboratories. Libraries are being renovated to expand e-access and foster community by providing electronic classrooms, wireless data networks, offering laptops, and expanding library hours. Libraries are establishing spaces called "information commons" (also called "learning commons" or "knowledge commons") where library reference services are offered jointly with information technology support."*

Space Planning

Study Space

In the original building plans of 1990, the 2nd, through 6th floors of the McConnell Building were earmarked for Concordia's Webster Library. Webster Library was short of space the day it opened in 1992. There were about 16,000 students at Concordia at the time. Concordia now has 29,000 students, i.e., almost double the enrolment from 14 years ago. The Library has a fleet of computer workstations and its print collection has grown. More students require more space and more resources. The Association of College and Research Libraries recommends that student seating area should approximate a minimum of 10% of the full-time equivalents (FTE) enrollment. The present seating capacity in the Webster Library is approximately 1,150; in the Vanier Library, 809). If the ACRL standard were applied, Concordia would not come near to meeting it. Concordia's goal of increasing graduate enrollments to 20% of the projected 26,000 FTE total is significant for the Libraries. The specific needs of this group must be accommodated, including their need for seminar rooms, study space, research-level collections and specialized services by appointment as reported above. In order to address current enrolment needs, the Library is in critical need of 50 seminar rooms, 100 additional computer workstations, 300 additional study carrels, and 100 tables. A proposal has been made to extend the Library onto the 5th floor of the McConnell Building.

Stack Space

The average monograph growth per year is around 26, 000 volumes, and 80% or 20,800 volumes per year are added to Webster; whereas 20%, or 5,200 are added to Vanier. Unless there are major unforeseen department moves between campuses, it is prudent to plan according to the 80/20 collection growth statistic. The output of printed scholarly information increases each year and its use is integral to study and research.

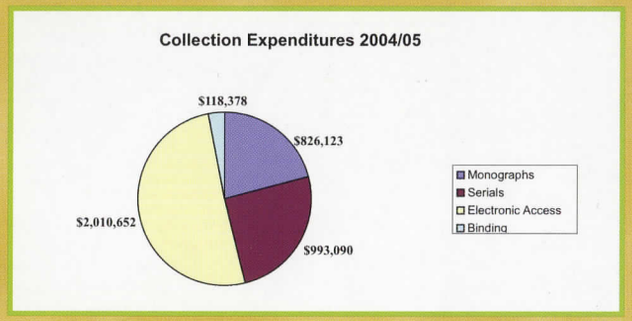
Vanier Library

The transformation of the campuses, most apparent in the construction of the Richard J. Renaud Science Complex at Loyola and the Engineering, Computer Science, Visual Arts Complex at Sir George Williams, continues to impact on the Library. In a major move in 2003, 109,000 monographs, 92,000 bound periodical volumes, and 2,900 boxes of microforms were transferred between the two libraries in order to consolidate the science collection on the Loyola campus.

Collections

Concordia University endeavours to have a first-rate comprehensive Library. That is not to say that Concordia scholars find everything they need within the walls of the Library. Concordia University has been subjected to the ravages of government under-funding for decades and the impact on the Library's acquisition budget has been extremely significant. Concordia's collection consists of approximately 2,991,500 volumes and over 9,700 print and electronic serial titles. Counting the number of electronic resources provided is difficult. Be that as it may, one no longer assesses the value of an academic library merely by the volumes on its shelves, but by the ACCESS TO INFORMATION it provides. The table below reveals that half of the Library's collection budget is currently spent on electronic access to books, journals, and other digital information.

This is the breakdown of the Library's acquisition budget:

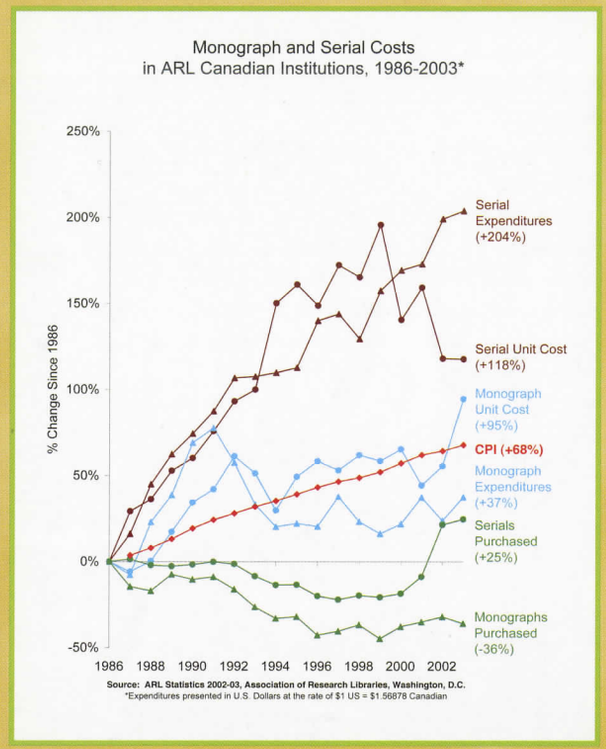


Growth in print library collections:

The table (*at right*) illustrates how much periodical prices affecting Canadian research libraries have increased. As prices have increased more than the cost of living, fewer additions to the libraries' collections have been possible. Eighty-five percent (85%) of purchases are completed through foreign publishers. The buying power of Canadian libraries is affected by each increase or drop in the value of the Canadian dollar.

Serial cancellations have been rampant. In 2003/04, the Library undertook a major project to cancel duplicate titles of serials and to convert print subscriptions, where possible, to the electronic format. While this continues to be a typical response to the funding crises in Canadian research libraries, the relief is very little and brief, as costs of electronic materials are showing the same kinds of increases as indicated in this ARL chart.

	Addition 2003-04	Collection Size 2003-04	Addition 2004-05	Collection Size 2004-05
Monographs	16,923	2,972,191	19,299	2,991,490
Periodicals	255	4,852	1,052	5,904



Throughout the fiscal year, the Library's acquisition budget of approximately $3,100,000 is subject to price increases over which the Library has little control. The situation is analogous to the University's building and maintenance budget as prices for light and heat increase at different times during the year. In the Library's situation, the collection represents the "lifeblood" of the academic institution. As it would be unthinkable to "turn off the lights" or "turn off the heat" in classrooms, it is also not possible to cease purchasing scholarly materials and maintain a viable academic research environment. If Concordia's Library is to support growth in university programs, with emphasis on research and increased graduate enrolment, funding requirements to ensure appropriate library collections will need to be addressed.

The Library continues to rely on donations from parents, students and other benefactors. Were it not for the generosity of donors, Concordia University could not even attempt to meet the information needs of its scholars, nor could the Library endeavour to keep abreast of technological developments in how information is stored and retrieved. Working in collaboration with the Office of University Advancement & Alumni Relations, the Library identifies general and specific needs. Among the endowment funds of which the Library is an annual beneficiary are the **Annual Giving**, **Capital Campaign**, and **Student Contributions**. In addition to which, some special, one-time donations enable the Library to 1) acquire enhancements to its existing collection, 2) increase its stock of much-needed electronic computer equipment thereby ensuring access for a greater number of library users, or 3) develop a collection in a new discipline, or in one which was previously unavailable at Concordia. The Library Administration is profoundly grateful for the support provided by the Office of University Advancement.

accessing . . . http: connection established

Priorities for the Year

Measuring Excellence
Surveys are ways of measuring excellence. Concordia wishes to be a first-rate university. The Library is a fundamental player in that equation. As it is important to measure the quality of teaching and research at Concordia, so too is the need to measure the quality of the library's service. Concordia University, as an urban comprehensive university, has "special" needs. Between 2002 and 2004, the number of international students increased from 2,400 to 3,260, or **36%**. It is important to ascertain how well students who may be coping with linguistics and cultural differences are being served during the critical 12-week semester.

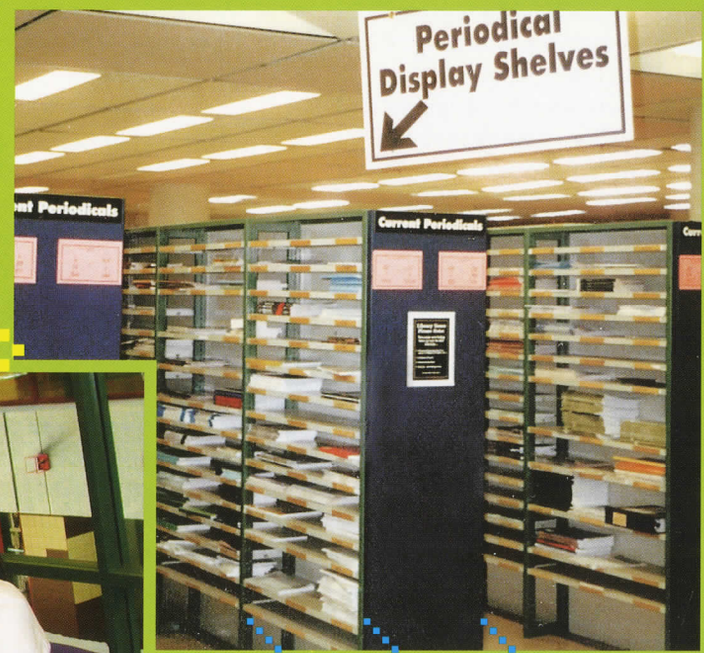
Similarly, it is also important to inquire if our graduate student needs are met, particularly as their numbers increase. As part of a major planning effort, the Library will join other Canadian and American university libraries in implementing **LIBQual** - a standardized research and development survey designed by the Association of Research Libraries (ARL). The survey is intended to define and measure library service quality across institutions and to create useful quality-assessment tools for local planning. It measures library users' perceptions of service quality and identifies gaps between desired and perceived expectations of service.

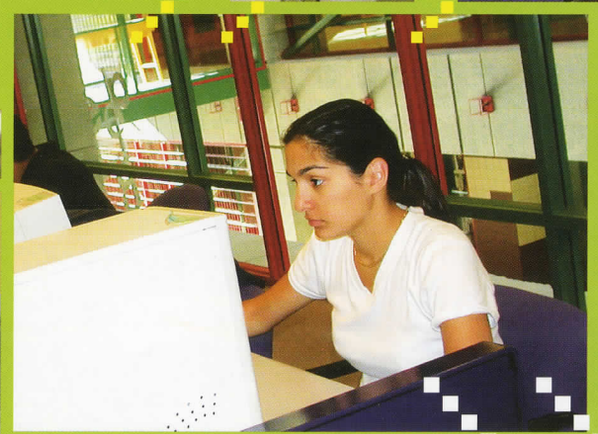
Information Literacy
In recent years, the proliferation of information and the means of accessing it have changed the ways we search for and use information. However, student difficulties in conducting research persist as found in a 2003 CREPUQ report which showed that "a significant number of students have limited knowledge, or no knowledge, of basic elements characterizing the information research process. As a key component of academic success and scholarly pursuit, information literacy enables students to thrive within an increasingly information-intensive environment and fosters independent, lifelong learning. Information literacy encompasses the set of learning and critical thinking skills, common to all disciplines, needed to access, evaluate and use information effectively. Integration of information literacy teaching and practice within the curriculum will benefit students in preparing them to live as informed and responsibly critical citizens. The following Information Literacy Competency Standards for Higher Education have been identified by the Association of College & Research Libraries:

1. *Determine the nature and extent of the information needed.*
2. *Access information effectively and efficiently.*
3. *Evaluate information critically and incorporate it into his/her knowledge base.*
4. *Use information effectively to accomplish a specific purpose.*
5. *Respect ethical and legal obligations of information access and use.*

Concordia University Library is implementing strategies in collaboration with the Centre for Teaching & Learning, Counselling & Development and the JMSB to ensure that Concordia University students acquire the skills to become "information literate."

The Library's Home Page (http://library.concordia.ca) contains a wealth of information on the Library's innovations, policies and products.





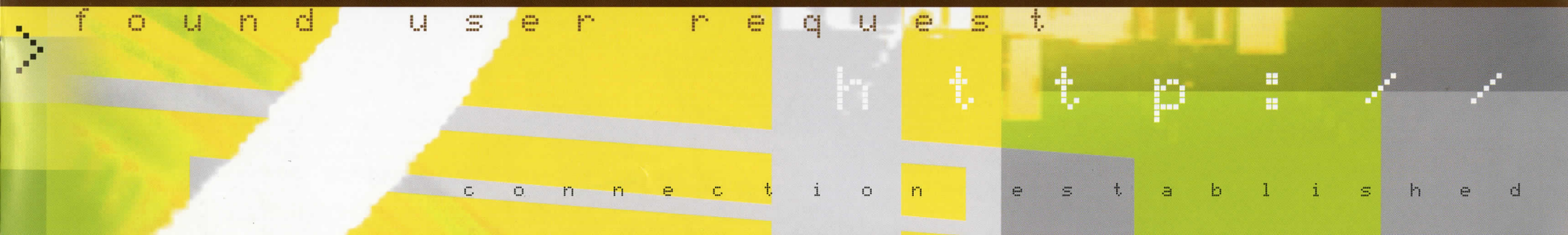
Conclusion

We live in a new world of print and digitized information that enables users with their laptops, Blackberrys, iPods, and other devices in hand, to move from one realm to the next, accessing e-mail, electronic library catalogues, databases, and word processing software. For those of us working in the field of information, we live in exciting and challenging times.

Users must nonetheless know how to sift through and access those refereed sources from that ocean of unedited information floating on the Internet. Once that knowledge is acquired, there is a research library at everyone's fingertips.

As I have done in the past in every annual report I have written, I leave readers with one final word: despite all of our complexities, rules and regulations, the academic library continues to offer the hope and promise of learning for everyone. And this is what we are really all about.

William M. Curran
Director of Libraries
August 2005



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